

**THE INFLUENCE OF USING THREE-STEP INTERVIEW TOWARDS  
STUDENTS' SPEAKING ABILITY AT THE FIRST SEMESTER OF  
THE ELEVENTH GRADE OF SMAN 1 WAY SERDANG  
MESUJI IN THE ACADEMIC YEAR OF 2017/2018**

**( A Thesis )**

**Submitted as a Partial Fulfillment of  
the Requirement S-1 Degree**

**By**

**ARI MILASARI  
NPM.1311040191**

**Study Program : English Education**



**TARBIYAH AND TEACHER TRAINING FACULTY  
RADEN INTAN STATE ISLAMIC UNIVERSITY  
LAMPUNG  
2018**

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## ABSTRACT

### THE INFLUENCE OF USING THREE-STEP INTERVIEW TOWARDS STUDENTS' SPEAKING ABILITY AT THE FIRST SEMESTER OF THE ELEVENTH GRADE OF SMAN 1 WAY SERDANG IN THE ACADEMIC YEAR OF 2017/2018

Speaking is one of the most important skills in learning a foreign language especially English. Speaking is the ability to express, to convey ideas or feelings orally. The researcher found that many students who study English are still having problems to communicate with others because their speaking ability has not developed appropriately. The objective of this research is to find out whether there is a significant influence of using three-step interview towards students' speaking ability at the first semester of the eleventh grade of SMAN 1 Way Serdang in the academic year 2017/2018.

The methodology of this research was quasi experimental design with the treatment held in three meetings, 2 x 45 minutes for each class. This design used pre-test and post-test to find out students' speaking ability before the treatment and after the treatment. The population of this research was the eleventh grade of SMAN 1 Way Serdang. The sampling technique was cluster random sampling. The sample taken two classes, one class as the experimental class was XI A class and the other class as the control class was XI C class which consisting of 60 students. In collecting the data, the researcher used the instruments in the pre-test and post-test. The instrument was speaking test in oral form. After giving the post-test, the researcher then analyzed the data using SPSS to compute independent sample t-test.

Based on the data analysis computed by using SPSS, it was obtained that  $Sig. = 0.000$  and  $\alpha = 0.05$ . It means  $H_a$  is accepted because  $Sig. < \alpha = 0.000 < 0.05$ . Therefore, there is a significant influence of using three-step interview towards students' speaking ability at the first semester of the eleventh grade of SMAN 1 Way Serdang. In short, the researcher would like to say that using three-step interview is one of good techniques in teaching speaking. It means that there is a significant influence of using three-step interview towards students' speaking ability.

**Keywords :** *three-step interview, quasi experimental design, students' speaking ability.*



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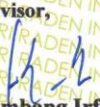
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## MOTTO

وَأَذْكُرْ فِي الْكِتَابِ مَرْيَمَ إِذِ انْتَبَذَتْ مِنْ أَهْلِهَا مَكَانًا شَرْقِيًّا ۖ ۱۶

Meaning: And tell (the story) about Maryam in the Qur'an when she drew aside from her family to an eastern place. (Maryam: 16)<sup>1</sup>



## DECLARATION

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<sup>1</sup>The Holy Qur'an English Translation of the Meaning and Commentary, Semarang: Thoha Putra.1987. P. 2683

The researcher is a student with the following identity:

Name : Ari Milasari

Student's Number : 1311040191

Thesis Title : The Influence of Using Three-Step Interview Towards Students' Speaking Ability at the First Semester of the Eleventh Grade of SMAN 1 Way Serdang in The Academic Year of 2017/2018.

Certify that this thesis is definitely my own work. I am completely responsible for the content of this thesis. Other people's opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

Bandar Lampung, March 2018

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Declared by,

**Ari Milasari**

**1311040191**



## DEDICATION

All Praise be to Allah SWT for his abundant blessing to me, and from my deep of heart and great love, this thesis is dedicated to:

1. My beloved parents, Mr.Sodik Santaufik and Mrs.Wartem, who always pray for my success, Thanks for all love and pray the best thing for me.
2. My beloved siblings, Ranto Krisnata (Alm),Irna Sari, Azis Maulana, and my brother in law Didik Firmansyah and my beloved nephew Fakhrifky Fadhil Firmansyah, who love me and motivate me until complete this thesis.
3. My beloved friends, all students of English Education Study Program especially class D 2013.
4. My beloved Almamater and lecturers of UIN Raden Intan Lampung, who have made me grow up and have contributed much for my self-development.





## CURRICULUM VITAE

Ari Milasari was born on June 2<sup>nd</sup>, 1994 in Mesuji. She is the third child of four children of Mr. Sodik Santaufik and Ms. Wartem. She has one elder brother, his name is Ranto Krisnata, older sister, her name is Irna Sari, and younger brother, his name is Azis Maulana. At present, they live in Mesuji.

She began her study in Elementary School at SDN2 Bumi Harapan and finished in 2007. Then, she continued her school at Junior High School at SMPN MMT Kebun Dalam and finished in 2010. After that, she continued her school at Senior High School at SMAN 1 Way Serdang and finished in 2013. Not soon after that, she joined OSIS, and Scout at the Senior High School. In the same year, she continued her study to UIN Raden Intan Lampung as S1 degree student of Tarbiyah and Teacher Training Faculty Study Program in English Education. She joined an association in his faculty, called ESA (English Student Association) until 2015.



## ACKNOWLEDGEMENT

First of all, all praises be to Allah, the Most Merciful, the Most Beneficent for His Mercy and Blessing given to the researcher during the study and in completing this thesis. Then, peace and salutation maybe upon to the great messenger prophet Muhammad, who always bring us from the stupidity to the cleverness.

This thesis is presented to the English Education study program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill a part of students' task in partial fulfillment of the requirement to obtain S1-degree.

Then, the researcher would like to thank the following people for their ideas, time and guidance for this thesis:

1. Prof. Dr.H.Chairul Anwar, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty of UIN Raden Intan Lampung with his personnel, who has given an opportunity to the researcher when on going the study until the accomplishment of this thesis.
2. Meisuri,M.Pd, the chairperson of English Education Study Program of UIN Raden Intan Lampung.
3. BambangIrfani, M.Pd, the advisor for his guidance and help to finish this thesis.
4. Agus Hidayat, M.Pd,as the co-advisor who has spent countless in hours correcting this thesis.

5. All lecturers of the English Department of UIN Raden Intan Lampung who have taught the researcher since the first year of her study.
6. Soleh Udin, S.Pd as the headmaster of SMAN 1 Way Serdang, and Iwan Handoko, S.Pd, as the English Teacher in SMAN 1 Way Serdang for giving the contribution the researcher was conducting the research at the school.
7. Her great parents Mr. Sodik Santaufik and Ms. Wartem and also her beloved brothers for their support, prayer and unending love.
8. Her beloved close friends; Fitriani, Ani, Eri, Elia, Gustina, Ria, Nuralisah, Elfa, Arin, Rizki, Pipit, Laila, Dini, Putri, Isnaini, Tiara, Kanda, Triska especially my best friends in D class 2013.

Finally, none or nothing is perfect and neither is this thesis. Any correction, comments, and criticism for this final project are always open-heartedly welcome.

Bandar Lampung, March 2018

The researcher,

**UNIVERSITAS ISLAM NEGERI  
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## CHAPTER I

### INTRODUCTION

#### A. Background of Problem

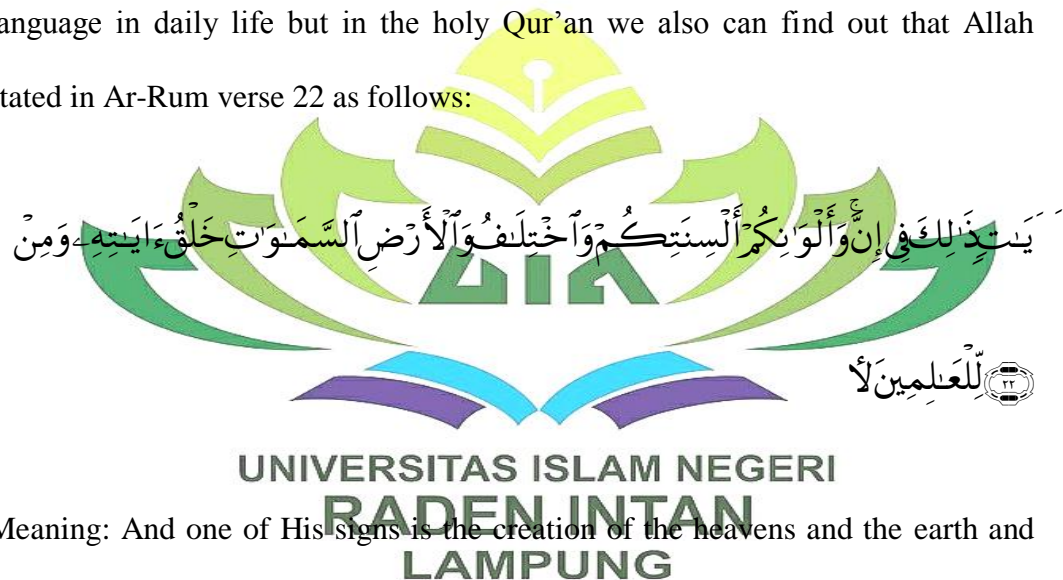
Language is a tool for communication. It is used to deliver message, idea, opinion. Through language, people communicate with one another, transfer messages and exchange information, and without language it is impossible for human to join a communicative interaction in daily life. It is used to communicate ideas, feelings, beliefs, loves, knowledge, culture etc among the member of speech community each other. The function of the language so important for human life. It is the reason why it is a central of human's interest of scientific to study.

Brown said that language is more than a system of communication. It involves whole person, culture, educational, development communicative process.<sup>2</sup> This definition stress on the social function of language and the fact that human use it to express themselves and to manipulate objects in their environment. It means that language is important thing for human life. It is used to deliver message from the speaker to the listener in interaction with their environment.

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<sup>2</sup>H. Douglas Brown, *Teaching by principle An Interactive Approach to Language Pedagogy* (2<sup>nd</sup> Ed) ( San Fransisco, Longman, 2001) p.70

Wardhaugh stated that language is communal possession, although admittedly an abstract one. Individual have access to it and constantly show that they do so by using it property.<sup>3</sup>Therefore, there are some countries that used the kind of languages in this world including English. One of countries is indonesia. It has indonesian language and the other countries do something. Although there is kind of languages in this world. Most of the people around the world communicate with other people from different country by using English because English is international language. Not only expert who told about the important of language in daily life but in the holy Qur'an we also can find out that Allah stated in Ar-Rum verse 22 as follows:



Meaning: And one of His signs is the creation of the heavens and the earth and the diversity of your tongues and colors; most surely there are signs in this for the learned.<sup>4</sup>

<sup>3</sup>Ronald Wardhaugh, *An Introduction to Sociolinguistics*, (5<sup>th</sup> Ed.), (Malden: Blackwell, 2006), p.2

<sup>4</sup>Abdullah Yusuf Ali, *The Holy Qur'an English Translation Of the meanings*, (New Johar : The King Fahd Holy Qur'an Complex, 1987), P.332

Language is very important thing in communication with other in such way of languages. It has an important role in our environment to help us when we do our activity. In Indonesia, English is a compulsory subject at school. It has an important role to develop science and technologies. Now, English is introduced in the curriculum of Indonesian school. It is taught from elementary school to the university level. The study of foreign language as the main lesson for the students who learn their first foreign language. They study of foreign language by mastering the four skills namely: listening, speaking, reading and writing. The first is mastering listening skills. Students listen to every sound in the environment. The second is mastering speaking skill. In this step, they try to practice what they listen. The third is mastering reading skill. Usually they start learning this skill when they study in pre-elementary or elementary school. The last is mastering writing skill. Those are four language skills which should be mastering by people when they study language. Speaking is one of part of language skill that be used for the students to express their ideas and to share their feeling orally in foreign language. In speaking, the students will practice to make a communication in many activities that can put into the real of communication.



For the teacher, speaking can be used the appropriate technique to encourage the students to share their feeling, express their ideas without fear to make a mistake when learning activity, so the students feel enjoy studying. Concerning the explanation above, it can be assumed that speaking is one important thing in English. Students need to tell their opinion and share their idea by spoken and also to communicate with others in English. It is clear that in learning English, the learners must have skill in speaking. The teacher usually only followed the instruction or use an old strategy to teach the students without ask the students to practice and speak up in english when learning activity. Based on the preliminary research at SMAN 1 Way Serdang, on february, the researcher found some problems faced by the students at eleventh grade of SMAN 1 Way Serdang. There are various factors that might have been cause of the failure in learning speaking. The students have low motivation in learning speaking. The researcher saw the teacher did not use interesting technique. so, in learning process the class is very bored for students and that situation make the class was noisy. The students often permit to go out of class when they feel bored. This condition made uncomfortable class to focus when study.

The process of English teaching learning is not only mastering the subject itself as a material, but also, the teacher's role is very important in conveying the material until students really understand what they had been learnt. Thus the target of learning can be achieved. In fact, the students just accept what the teacher gives, but they don't really understand, and also found that the students has a little practice in speaking, they said that the teacher always asked them to work on the exercise and the material only depended on the book.<sup>5</sup> This research asked the data and information about the students's speaking ability to the English teacher at the school and interviewed Mr. Iwan Handoko as English teacher. He said that the students' speaking ability was still low. He also said that students got difficulties in speaking because they can not speak fluently and they have difficulty to pronounce the words correctly and the the students are lazy to follow the lesson and did not pay attention to teacher's explanation.<sup>6</sup> Also found other problems that the students had a little practice in speaking and they were bored to study English, they spoke only depending on the dialogue in the book. It make class unpleasant atmosphere and less attractive, the students become unmotivated to learn and unable to speak English well. Because the lack of speaking activity in the classroom. The students are too afraid to make a mistake to speak English. The students' speaking ability score can be seen in the following tabel:

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<sup>5</sup>The Students at the Eleventh Grade of SMAN 1 Way Serdang, an interviewee on June 2017

<sup>6</sup>Iwan Handoko, English Teacher of SMAN 1 Way Serdang, an interviewed on June, 2017

**Table.1**  
**English Speaking Score of the Eleventh Grade Students at SMA N 1 Way**  
**Serdang, Mesuji**

	Score	Class			Percentage
		XI 1	XI 2	XI 3	
1	$\geq 70$	9	10	13	39%
2	$< 70$	21	20	17	61%
	Total	30	30	30	100%

*Source: The data of Speaking Score at the Eleventh Grade of SMAN 1 Way Serdang, Mesuji in the Academic Year of 2017/2018.<sup>7</sup>*

Based on the data above, the total number of students at the eleventh grade is 90 students and divide into three classes. Then students' speaking ability in SMAN 1 Way Serdang is still low. Because the students have little practice in speaking and they feel bored to study English. In certain time, when the teacher has used an appropriate technique in teaching the material. The condition is caused by lack of interaction between students and teacher, he only teaching depends on the books, and the students have little opportunity to practice speaking English. That influences the students speaking ability because they are not given a chance to speak more in teaching learning process, some students are not able to speak well in the conversation. They get difficulty to pronounce the words when they speak English.

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<sup>7</sup>The data of Speaking Score at the Eleventh Grade, SMAN 1 Way Serdang, 2017/2018, unpublished



According to the students, the teacher does not have an interesting technique to teach speaking so that they feel difficult to learn and the students did not feel enjoyable the learning process. In the classroom, students simply behave as listeners and followers. They just implemented the things that the teacher was given. Whereas the student needs, interests, and activation are not taken care by the teacher. So, the students are feel hard to achieve maximum speaking results in English learning.

Seeing the problem, this reserach would like to try new technique to help the English teacher and to find out a good way to teach speaking in the classroom. This research introduces to the students a technique that they are needed to communicate through speaking in order that students will be a creative and active in teaching and learning English process in the classroom. Therefore, the teacher should use a new technique to increase students' speaking ability.

Based on this condition, in this research conducted the research related to the cooperative learning in teaching and learning process of speaking. According to Slavin, cooperative learning refers to variety of teaching strategy in which students work in small group to help one another learn academic content.<sup>8</sup> Students usually prefer work with group than work individual. But the teacher must be able to divided groups appropriate with their ability. This intended that each group can work together and achieve learning objectives.

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<sup>8</sup>Robet E. Slavin, *Cooperative Learning: Theory, Research, and Practise* (Boston: Allyn and Bacon, 1995), p. 117

Kagan, in his early his work developing cooperative learning structures, he focused on fostering participation and language development among students limited in english fluency. He saw that students were much more fluent talking with a partner than we asked to share with a team or with the whole class. So he began having students do pair interviews.<sup>9</sup> He also said that three-step interview is another excellent structure to help teammates acquainted. In three steps interview, students interview each other in pairs within the team. After pairs have both interviewed each other, they reunite with their teammates. They share what they learned from their partner via roundrobin. Each students takes a turn sharing. Three-step interview promotes active listening and keep their talking because students are individually accountable for sharing their partner's information with the team. By applying Three-Step Interview Technique, students will have an interaction in pairs as an interviewer and an interviewee. They automatically learn what to say and how to speak in English.<sup>10</sup>

In this research used Three-Step Interview in teaching speaking. Three-Step Interview Techniques a cooperative structure that helps students personalize their learning. It also teach them to listen to and appreciate others' thinking and idea. Being active in listening and paraphrasing will develop the

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<sup>9</sup>Spencer Kagan and Miguel Kagan, *Kagan Cooperative Learning*, (San Clamente: Kagan Publishing, 2009) p.6.22

<sup>10</sup>*Ibid*, p.10.10

students' understanding and empathy to other person.<sup>11</sup> The use of Three-Step Interview is hoped not only be useful to communicate, but also to built the students confidence to speak up in class activity. The teacher apply Three-Step Interview technique in the classroom only for language learning and help them to increase their speaking skill which they can apply it outside of the classroom.

This situation, the teacher should think the appropriate technique that make the students brave to speak up, through many chances to speak, and make them enjoyable in the class. At last, the researcher and teacher hope that Three-Step Interview technique can make the students speak English without fear. The students would enjoy to share with their groups, and the students can improve their speaking ability through this technique.

Some research was conducted about Three-Step Interview technique, the first is Arista Fitrianingrum who conduct the research entitle the use of three-step interview technique towards students' speaking ability, and the result of her research was the students' speaking ability improve significantly. It can be seen from the result of oral tests from cycle 1 through cycle 3. Those are 62,50 (cycle 1), 67,36 (cycle 2), and 76,44 (cycle 3).<sup>12</sup> The second research is Rani Candrakirana Permanasari who conduct the research entitle improving students'

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<sup>11</sup>Rani Candrakirana Permanasari, "Improving Students' Speaking Skill Through Three Steps Interview Technique". (The Final Project of English Department of Languages and Art Faculty of Semarang State University on 5<sup>th</sup> of February 2014) p.22

<sup>12</sup>Arista Fitrianingrum, "The Use of Three Steps Interview Technique to Improve Speaking Ability (A Classroom Action Research of the Ten Grade Students of Smk Informatika Nu Ungaran in The Academic Year Of 2012/2013). (The Final Project of English Study Program of Educational Faculty of State Institute for Islamic Studies (STAIN) of Salatiga on 6<sup>th</sup> of March 2013) p.ix

speaking skill through three-step interview technique, in her research the result of the study showed that the students' responses in learning speaking was good. They enjoyed the activities using Three Steps Interview Technique in class by having a discussion, sharing, and cooperating well. The students' improvement was proved by their speaking test results which increased from test to test. In pretest, all of students final scores were under 50. In the cycle one test, no one of them got final score less than 50. From the cycle two test, most of the students got final score more than 70. Then, the data of post-test showed that all of the students got score more than 70.

Based on the result, this technique is really effective in improving students' speaking ability because it inspires students to speak up. Three-Step Interview technique give chance for students who get less chance to explore their ability and idea without afraid of speak. This technique is good to teaching speaking, by using Three-Step Interview technique students can be easy to improve their speaking skill in learning process. From the explanation above, it can assumed that students can improve their speaking ability through Three-Step Interview.

In this research, want to find out the influence of using Three-Step Interview toward students' speaking ability. Therefore, the title of this research "The Influence of Using Three-Step Interview toward Students' Speaking Ability at the First Semester of the Eleventh Grade of SMA N 1 Way Serdang in the academic year of 2017/2018



## B. Identification of the Problem

According to the background above, there were some problems:

1. The students got low score in their Speaking.
2. The students were not able to express their ideas in English.
3. The teacher applied monotonous technique in teaching English especially speaking.

## C. Limitation of the Problem

This research focused on the use of Three-Step Interview for teaching students' speaking ability at the first semester of eleventh grade of SMA N 1 Way Serdang in 2017/2018 academic year. In this case, the speaking activity is about dialog.

## D. Formulation of the Problem

Based the limitation of the problem above, this research formulated the problem in this research as : Is there a significant influence of using Three-Step Interview toward students' speaking ability at the first semester of eleventh grade of SMAN 1 Way Serdang in 2017/2018 academic year?

### **E. Objective of the Research**

The objective of the research was to know whether there is a significant influence of using Three-Step Interview towards students' speaking ability at the first semester of eleventh grade of SMAN 1 Way Serdang in 2017/2018 academic year.

### **F. Use of the Research**

The result of this research is expected to give the theoretical and practical contribution.

1. For the theoretical contribution, the result of this research is expected that it will be useful knowledge for the researcher to enrich the previous research.
2. For the practical contribution are for the teacher, students, and school.
  - a. For the teacher, is expected of the research they can use the result of the research as feedback on the teaching language activities or can be one of choices to do in their classroom.
  - b. For the students, is expected that the students enjoyed in learning process
  - c. And for the school, is expected that this research give motivation for the school to observe in teaching English, especially in teaching speaking.

## G. Scope of the Research

The scope of the research is as follows:

1. Subject of the research

The subject of the research was the student of theeleventh grade of SMA N 1 Way Serdang.

2. Object of the research

The object of the research was the students's speaking and the use of three-step interview.

3. Place of the research

The research was conducted at SMA N 1 Way Serdang Mesuji

4. Time of research

The research was conducted at the first semester of 2017/2018 academic year.



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## CHAPTER II

### FRAME OF THEORY, FRAME OF THINKING AND HYPOTHESIS

#### A. Teaching English as a Foreign Language

Language is a system for expressing meaning.<sup>13</sup> That means human uses language to express their ideas, feelings, opinions. It was needed to interact or to communicate with other people. People can express their ideas, emotions, and desires, and it is used as a medium to interact one another to fulfill their daily needs, especially by students. Language can also be defined as a means of communication that is used to express something and to stimulate a response to somebody else, and to think something.

Talking about communication, is identical to language especially English because English is one of the well known languages in the world. Yet, English has been decided to be medium of international communication. No matter what nationality that we have, we will find that english is worth learning and understanding in order for us to be able to communicate with other people around the world. English as foreign language indicates the use of English in non English speaking region so it is not used in daily communication. It is only used in certain place by certain people in doing their activities. Learning of English by

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<sup>13</sup>A.g.BambangSetiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: GrahaIlmu, 2006), p. 11



student in our country where English is not the native language is the definition of English as a foreign language.

As an international language, English is considered as an important language to be learned. English as foreign language curriculum and pedagogy have stressed on the importance of teaching communicative strategies and the functional use of language that the goal of teaching and learning English is to be well in communication in English. In addition, Harmer said, English as foreign language is generally taken to apply to the students who are studying general English at the school and institutes in their own country or as transitory visitor in target-language country.<sup>14</sup>

Setiyadi in Himyati stated that, language teaching is influenced by ideas on the nature of language (language theories) and the learning conditions that make learners to acquire the language (learning theories). Differences in language theories may effect the teaching method. A method that is based on the assumption that we learn another language as a child learns his native language (L1) will differ from one based on the assumption that learning a foreign language is not the same as learning a mother language. It may be argued that the actual teaching of English in Indonesia may differ from the English teaching in Malaysia or teaching English in the United States of America, in which people should learn English in the condition where the language is used for

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<sup>14</sup> Jeremy Harmer, *The Practice Of English Language Teaching*, (3rd Ed.), (Singapore: Longman, 1991)p.39

communication in their daily lives. Become people prefer to call the former learning English as a foreign language and the latter learning English as a second language.<sup>15</sup>

Harmer stated that EFL described situations where students are learning English in order to use it with any other English speakers in the world-when the students might be tourist or business people.<sup>16</sup> It implies that EFL (English as foreign language) is a situation where the students learn target language in their own country because they need to learn target language. English is used as communication. Since students use their mother language in their daily conversation. English teachers have essential role to make students understand and enjoy the material. It is necessary to make students comfort and enjoy in learning English.

Thornbury suggested that the teaching of speaking depends on there being a classroom culture of speaking, and that classroom need to become 'talking classrooms'. In other words, students will be much more confident speakers (and their speaking abilities will improve) if this kind of speaking activation is a regular feature of lessons.<sup>17</sup>

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<sup>15</sup>Himyati (S-1 Thesis), "The Influence of Using Paper Conversation Towards Students' Speaking Ability", (Bandar Lampung : IAIN Raden Intan Lampung, 2011), unpublished

<sup>16</sup>Jeremy Harmer, *The Practice Of English Language Teaching*, (Cambridge: Longman, 2002), p.19

<sup>17</sup>Scott Thornbury, *How To Teach Speaking*, (London: Longman, 2007), p.123

Based on statements above, it is clear that by the teaching English as foreign language students are expected to be able to apply English language for communication. Everyone has known that English is international language which is used in the world society for communication each others. English is vitally, it is about the preparation of material instruction and applying of suitable technique. The learners should aware that learning English as a foreign language is mean that they should be practice more because language teaching and learning can be regarded as process, the first role is the corelation between participant and the various activities.

## B. Concept of Speaking

Speaking is the direct route from one mind to another, and is the way we usually choose when we want to ask a question, or give an explanation.<sup>18</sup> Speaking is important part in learning English. Siahaan said that, the spoken productive language skill is called speaking. It is the skill of speaker to communicate information to the listener or group listeners.<sup>19</sup> Speaking is one important part in learning. Speaking is one of the four basic skills in learning foreign language besides listening, reading, and writing. It had been taught since the students in junior high school however it is not easy for students to communicate in English.

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<sup>18</sup>Turk Christopher, *Effective Speaking Communicating in Speech*, (Prancis: Spon Press, 2003),p.9

<sup>19</sup>SanggamSiahaan. *The English Paragraph*, (Yogyakarta: GrahaIlmu, 2008) p.2.

According to Harmer, speaking as a form of communication, so a speaker must convey what he/she is saying effectively.<sup>20</sup> Moreover, speaking is a productive ability in which speaker produces and uses the language to express their sequence ideas and at the same time he/she tries to get idea or the message. In this situation, there is a process of giving or transpiring, and understanding the message.

Jones in Tri OktariaKesuma stated speaking is a form of communication.<sup>21</sup> We can say that the speaker must consider the person they are talking to as listeners. The activities that the people do in the primary based on particular goal. So, it is important that everything we want to say is conveyed in an effective way, because speaking is not only producing sounds but also a process of achieving goals that involves transferring messages across.

Therefore, speaking process should pay attention how to say as well as to whom appropriately. Such as what Allah stated in the holy Qur'an, Al-Ahzab verse 70-71 as follows:

يَا أَيُّهَا الَّذِينَ آمَنُوا اتَّقُوا اللَّهَ وَاقُولُوا قَوْلًا سَدِيدًا ۖ ٧٠ يُصْلِحْ لَكُمْ أَعْمَالَكُمْ وَيَعْتَرِكُمْ دُنُوبَكُمْ  
وَمَنْ يُطِيعِ اللَّهَ وَرَسُولَهُ فَقَدْ فَازَ فَوْزًا عَظِيمًا ٧١

<sup>20</sup>Jeremy Harmer, *How to Teach English* (London: Addison Wesley Longman, 1996), p. 14

<sup>21</sup> Tri OktariaKesuma (S-1 Thesis) "The Influence Of Usning Guess What I'm Drawing Game Towards Students' Speaking Ability", (Bandar lampung: IAIN Raden Intan Lampung, 2012) unpublished



Meaning : O you who believe! be careful of(your duty to) Allah and speak the right word, He will put your deeds into a right state for you, and forgive you your faults; and whoever obeys Allah and His Messenger, he indeed achieves a mighty success.<sup>22</sup>

Based on curriculum speaking is one of the four basic competences that the students should gain well.<sup>23</sup> It has an important role in communication. Speaking can find in spoken cycle especially in Joint Construction of text stage (departemenpendidikannasional, 2004). In carrying out speaking, students face some difficulties one of them is about language its self. In fact, most of students get difficulties to speak even though they have a lot of vocabularies and have written tem well. The problems are afraid for students to make mistakes.

Meanwhile, Scott in Johnson and Morrow defined speaking as an activity involving two (or more) people, in which the participants are both hearers and speakers having to react to what they hear and make the contributions at high speed.<sup>24</sup> It means that in the process of speaking there must be at least two people, one is the speaker and the other is the listener. Based on the ideas, speaking is very important in daily activities, because we can react to other

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<sup>22</sup>Abdullah Yusuf Ali, *The Holy Qur'an English Translation Of the meanings*, (New Johar : The King Fahd Holy Qur'an Complex, 1987),p.443

<sup>23</sup>DepartemenPendidikanNasional. *Kurikulum Tingkat SatuanPendidikan (KTSP)*. (Jakarta: DepartemenPendidikanNasional, 2006)

<sup>24</sup> Keith Johnson & Marrow, *Communication in the Clasroom*, (New York:Longman, 2000), p.70

person and situation, express our ideas, thought and feeling, through spoken language.

Moreover, speaking is one of four basic skill in learning English besides another skills such as listening, reading and writing. Many people tend to measure someone's ability in speaking rather than other skills in English. When students are speaking, at the same time he or she tries to express their ideas by talking with others and they also try to get idea spoken by listen to others. It is possible if people understand English in written form of English but they can not understand the productive abilities, especially speaking. So speaking is one of four abilities which have important role in daily life.

From the explanation above, it can be concluded that speaking is a process of transfer message. Speaking is what we say about what we see, feel and think and we want someone to hear us, so we using words or voice or articulation in order to inform, to entertain or to persuade listener. The language is used not only to produce language correctly but also to express oneself to be understood by other.

### **C. Concept of Speaking Ability**

Speaking is process between speaker and listener and it involves the productive skill and receptive understanding. To be good in speaking, the students must have to mastery of pronunciation, fluency, and grammar. This is supported by Little Wood who stated that, success is measured not only in functional effectiveness of the language, but also in the terms the acceptability of the

forms that are used supports this.<sup>25</sup> Furthermore, speaking ability is also one-language that should be learns and develop when studying foreign language. This is the way where students can practice the language they have learnt.<sup>26</sup> Speaking ability is not only based on the time where the students have studied about speaking for long time but also it is based on their habitual to speak English , they must practice in their daily activities because speaking ability is verbal intelligence

Speaking skill is the ability to use the language in oral form. Among the four skills, speaking skill is a difficult one to assess with precision, because speaking is a complex skill to acquire. Speaking skill is the ability to use the language in oral form. In junior and senior high school this skill is limited to the ability to conduct a simple conversation on some subject (e.g,. expressing regret, gratitude, agreement, offer, certainly, etc) among the four skills, speaking skill is a difficult one to assess with precision, because speaking is complex skill to acquire. The following five components are generally recognized in analysis of speech process:

1. Pronunciation
2. Grammar
3. Vocabulary
4. Fluency

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<sup>25</sup>William Little Wood, *Communicative Language Teaching*, (New York: Cambridge University Press, 2004), p.21

<sup>26</sup>*Ibid*, p.16

## 5. Comprehension.<sup>27</sup>

Furthermore, speaking ability is not only based on the time where the students have studied about speaking for long time but also it is based on their habitual to speak English. They must practice in their daily activities because speaking ability is verbal intelligence. The ability to speak in English is very important for the students because speaking is the basic language skill for communicating, and the ability to speak well will make the students can easily follow the progress of globalization.<sup>28</sup> Speaking is one of four basic skills of language and it has important role in daily life because it is the main skill in communication.

In conclusion, the students speaking ability is their ability to express their ideas, opinions, feelings, and experiences, using English with good pronunciation, grammar, vocabulary, fluency and comprehension. That means, speaking is very important in daily activities because we can react to order person and situation, express our ideas, thought and feeling through spoken language. The students' speaking ability in this research is their ability to share and express their ideas, thought, and feeling in their real communication for certain purposes in spoken form.

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<sup>27</sup>H Douglas Brown, *Language Assesment Principle and Classroom Practices*, (San Francisco: Longman, 2003), p.149

<sup>28</sup>*Ibid.*



#### D. Concept of Teaching Speaking

The mastery of speaking skills in English is a priority for many second or foreign language learners. Learners consequently often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how well they feel they have improved in their spoken language proficiency. Speaking is considered as a major skill to be mastered by students in terms of communication need.<sup>29</sup> This is because the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication. However, learning toward a good speaking competency is not an easy task for students. Students mostly find difficult to communicate in English Because English is not their foreign language.

According to Kayi, teaching speaking is an important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life.<sup>30</sup> It means that we are success in learning English if we can communicate

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<sup>29</sup>Menggo, Seken, Ratminingsih, *The Effect Of Discussion Technique And English Learning Motivation Toward Students' Speaking Ability*, E-Journal Program Pascasarjana Universitas Pendidikan Ganesha, Indonesia, 2013, (Available at: [http://unr.edu/home/page/menggo-seken\[at\]unr.upgi.edu.UniversitasGaneshaIndonesia](http://unr.edu/home/page/menggo-seken[at]unr.upgi.edu.UniversitasGaneshaIndonesia)), on September 03<sup>rd</sup> 2017. p.1

<sup>30</sup>Hayriye Kayi, 2006, *Teaching speaking: activities to promote speaking in a second language*, "The Internet TESL Journal, Vol.XII, No.11, November", Available at: <http://iteslj.org/Articles/Kayi-TeachingSpeaking.html> on September 03<sup>rd</sup>, 2017

well. The ability to communicate well will give a good contribution for our success in our daily life.

According to Nunan, teaching speaking is to teach English learners to:

- 1) Produce the English speech sounds and sound patterns.
- 2) Use word and sentence stress, intonation pattern and the rhythm of the second language .
- 3) Select appropriate words and sentences according to the proper social setting, audience, situational subject matter.
- 4) Organize their thoughts in a meaningful and logical sequence.
- 5) Use language as a means of expressing values and judgments.
- 6) Use the language quickly and confidently with few unneutral pauses, which is called fluency.<sup>31</sup>

From the statements above show that teaching speaking needs great effort as speaking English explores the learners' skills. There skills cover grammar, pronunciation, choice of words, and organising their thoughts will use the language. In addition, teaching speaking needs strategies to motivate students to speak.

#### E. Concept of Cooperative Learning

Cooperative learning was learning in small groups where interaction with other groups. According to Richard and Rogers cooperative learning was an approach that make maximum used of cooperative activity involving pairs and small groups of learners in the classroom. It means that in cooperative learning the student worked in a group. Bruffeein Leo suggested that cooperative learning

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<sup>31</sup>David Nunan, *Practical English Language Teaching*, (NewYork: McGraw-Hill, 2003), p.

was a systematic teaching and learning strategy that encouraged small groups of students to work together for the achievement of a common goal.<sup>32</sup> In other words, cooperative learning was a teaching method by which learners study by helping one another in small groups in their learning process in order to achieve a common objective. Cooperative learning was a teaching method in which small groups each member has a different level of ability. Moreover, in cooperative learning there are many kinds of techniques. One of them is three-step interview.

#### F. Concept of Three-Step Interview

Roger in Miftahul Huda said that cooperative learning is group learning activity organized in such a way that learning is based on the socially structured change of information between learners in a group in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others.<sup>33</sup> It needs an appropriate technique or strategy to be used as a solution in teaching and learning process. There is actually a strategy that can help teachers to improve the students' speaking ability; it is called Three-Step Interview. This technique is useful to group activity, especially to build the communication skills, teambuilding, social skill, thinking skills.<sup>34</sup>

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<sup>32</sup>Leo Sutanto, *A Challenging Book to Practice Teaching in English*, (Yogyakarta: Penerbit Andi, 2013), p.98

<sup>33</sup>Miftahul Huda, *Cooperative Learning*, (Yogyakarta: Pustaka Pelajar, 2013), p.29

<sup>34</sup>Spencer Kagan and Miguel Kagan, *Kagan Cooperative Learning*, (San Clemente: Kagan Publishing, 2009), p. 6.24

Lipton and Wellman in Rani Candrakirana Permanasari defined Three-Step Interview is a cooperative structure that helps students personalize their learning. It also teach them to listen to and appreciate others' thinking and idea. Being active in listening and paraphrasing will develop the students' understanding and empathy to other person.<sup>35</sup>

Kagan stated Three-Step Interview is another excellent structure to help teammates acquainted. In three-step interview, students interview each other in pairs within the team. After pairs have both interviewed each other, they reunite with their teammates. They share what they learned from their partner via roundrobin. Each students takes a turn sharing. Three-step interview promotes active listening and keep their talking because students are individually accountable for sharing their partner's information with the team.

By applying Three-Step Interview Technique, students will have an interaction in pairs as an interviewer and an interviewee. They automatically learn what to say and how to speak in English. Students interview their partner and then each share with teammates what they learned. Teacher provide the interview topic, states the duration of the interview, and provides think time, in pairs student A interviews student B, pairs switch role: students B interviews students A, the last roundrobin: pairs pair up to form groups of four. Each student in turn, share with their team what he/she learned in the interview.<sup>36</sup>

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<sup>35</sup> Rani Candrakirana Permanasari, *Loc. Cit* ,p.22

<sup>36</sup> Spencer Kagan and Miguel Kagan, *Opcit* p.6.38

Holt stated that in Three-Step Interview, each person must produce and receive language. There is equal participation and individual accountability for listen to listening because in the third step each student shares what he or she heard. For the first two steps students interact in pairs, so one half rather than one fourth of the class is involved in language production at any one time.<sup>37</sup> Three-step interview is far better for developing language and listening skill as well as for promoting equal participation.

From explanation above, it can be concluded that Three-Step Interview is the technique to make students ask and share their opinions thought and feelings, and also take notes while carrying out the activity and share about their pairs' information.

#### **G. The Procedure of Three-Step Interview Technique**

Three-Step Interview technique is one of Cooperative Learning in which students works in pair. In Three-Step Interview students interview each other in pairs within the team. This technique promotes active listening and students are individually accountable for sharing their partner's information with the team. Students will be accumulated to have a conversation for the purpose of analyzing and synthesizing new information by listening to and appreciating the others' idea and thinking. Three-Step Interview technique will also help students speak

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<sup>37</sup>Danie D. Holt, *Cooperative Learning: A Response to Linguistic and Cultural Diversity*, (Washington: CAL= Center For Applied Linguistic, 1993) p.22



in English, because they have to make an interaction with their partner in order to share the ideas orally.

1. Teacher provides the interview topic, states the duration of the interview, and provides think time.
2. In pairs, student A interviews student B
3. Pairs switch role: students B interviews students A
4. Roundrobin: pairs pair up to form groups of four. Each student, in turn, share with their team what he/she learned in the interview.<sup>38</sup>

#### H. Procedure of Teaching Speaking Using Three-Step Interview

1. Pre activity
  - Greeting
  - The teacher explain to the students about the material that will be taught.
2. While activity
  - Teacher makes a group, each group consist of 2 students
  - Teacher gives topic to the students,
  - Students are in pairs, one is interviewer and the other is interviewee,
  - Student A interview student B.
  - Students reverse roles, and each studenttake a turn to shares with the others team member what they learned.
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<sup>38</sup>Spencer Kagan and Miguel Kagan, *Opcit*, 10.10

### 3. While activity

- The students are doing their activity, the teacher gives the score and stand by if the students needs help to find the word needed.

## 4. The Advantages and Disadvantages of Three-Step Interview

### 1. Advantages

The use of Three-Step Interview had several advantages towards the students' speaking skill. First, the most important is it improves the students' speaking skill in oral communication. Three Steps Interview forced the students to speak up. All of the students must say something or must give opinion about something. This condition make the class become conducive for the students to learn speaking English. All of the students could be more active in class, it increased students' oral communication especially in English. The result is students' speaking skill is getting better.

Second, the use of Three-Step Interview in teaching speaking could increase students' motivation and interest in learning English especially for speaking skill. By using a fun treatment and not too formal, students will like the learning atmosphere. Students will enjoy those condition so that their interest in English improves. In addition, all the activities that were involved in this technique give the students an experience in speaking English so that they could be more confident in performing their speaking. Students also will not feel shy when conveying their ideas.

Third, Three-Step Interview is a technique that requires cooperation with other students in group. Students learn how to work together to achieve the goal and how to solve the problem. Thus, by conducting Three-Step Interview, students learn social skills such as cooperation, teamwork, and communication skills which are useful in their future life.

## **2. Disadvantages**

While the disadvantages of this method are:

1. Take a long time.
2. Students tend to not want to learn in a group.
3. Teacher tend to difficulties in classroom management.

## **I. Concept of Dialogue Memorization**

There are many activities that can be done in teaching speaking. Are activities are hoped be able to help the students in improving their ability especially in speaking.

According to Izzan, there are two categories of communications activities:

1. Pre-communicative activity

It is an activity that can be called as really communicative yet. It is caused there has not element that is needed in order to create the communication be natural. It means that there is no information gap.

## 2. Communicative activity

In this activity the teacher give many opportunities for the students to speak English very much. The teacher is also suggested to choose the activity that is agreement for the class.

One of the pre-communication activities is dialogue memorization technique. The students ask to memorize and practice the dialogue before the students are drill about structure and vocabulary<sup>39</sup>. It means that using dialogue technique for teaching speaking can help the students to improve their fluency but it cannot improve the students' competence in communication terms, because the students just focus on dialogue. Dialogue memorization means that students are given a short dialogue to memorize then they must use memory and apply role playing to present the dialogue.

Dialogue memorization is a technique that can be interpreted as a way of teaching in which students carry out training activities, so that students have te dexterity or skill that is higher than what has been learned.<sup>40</sup> This technique used to memorize the dialogue or short conversation. Lauren Freeman says that dialogue memorizing technique is a short conversation between two people, often used to begin a new lesson. Students memorize the dialogue through memory: students usually take the role of one person in the dialogue and the teacher the other.

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<sup>39</sup> Ahmad Izzan, *Metodologi Pembelajaran Bahasa Inggris*, (Bandung: Humaniora, 2008), p.86

<sup>40</sup> Roestiyah N.K, *Strategi Belajar Mengajar* (Jakarta: Rineka Cipta, 2001), p.125

## J. Procedures of Dialogue Memorization

Dialogue memorization is one of technique in audio lingual method or army method. This technique used to memorize the dialogue or short conversation. Dialogue memorization means that students are given a short dialogue to memorize then they must use memory and apply role playing to present the dialogue.

Lauren Freeman said that dialogue memorizing technique is a short conversation between two people, often used to begin a new lesson. Students memorize the dialogue through memory: students usually take the role of one person in the dialogue and the teacher the other.

Based on Aginista, the steps to make dialogue memorization are:

1. Students make short conversation
2. Memorizing all of the conversation
3. Practice it in front of classroom in pairs.<sup>41</sup>

Based on those procedures, it can be concluded that by using dialogue memorization, the students can develop their fluency because the students have practiced the dialogue repeatedly. By this technique the students can be more fluent in speaking but it is just for dialogue that the students have memorized.

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<sup>41</sup> Aginista, metode pembelajaran audio lingual. <http://aginista.blongsport.com>. Available on april, 18, 2017



## **K. Procedure of Teaching Speaking Using Dialogue Memorization**

There is dialogue memorization technique that is still used by the English teacher to teach the students in speaking activity. Here is the procedure of teaching speaking through dialogue memorization.

### **1. Pre activity**

- Greeting
- The teacher explained to the students about the material that will be taught.

### **2. While activity**

- The students are work in pairs
- The students hear a model dialogue, after that the students take the role as one person in the dialogue, and one as the other.
- Switch roles and memorize the other persons' part. The dialogue is memorized gradually, line by line.
- Then, the dialogue is read aloud, one half saying one speakers' part and the other half responding.
- Next, the students make a dialogue in pair and the students perform the dialogue.

### **3. Post activity**

- The students are doing their activity, the teacher gives the score and stand by if the students needs help.

## **L. The Advantages and Disadvantages of Dialogue Memorization**

### **1. Advantages**

Dialogue Memorization helps our learners memorize language by the teacher's control. And the students practice in speech, pronunciation, intonation, stress, and also improve vocabulary.<sup>42</sup> Hopefully the dialogue process will make the students to absorb vocabulary easily in every conversation which they speak.

### **2. Disadvantages**

Dialogue Memorization often makes the students not vary creative. It can make confused the students because too much dialogue and sometimes the dialogue can run short and long. It can throw off readers they don't understand yet why they should care. One of the problems about dialogue memorization is that they are fairly monotonous.

## **M. Frame of Thinking**

Language is a system for the expression meaning. It means that human uses language to express their ideas, feelings, opinions and arguments. Speaking is one of four English skills that should be mastering by students who want to communicate with other in English. Without mastering speaking well the students cannot communicate well to other people. Teaching speaking is very needed in a learning English. Most teachers tried to find techniques in order to make students interested in learning speaking. The objective of teaching and

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<sup>42</sup>Haryati, *debate and dialogue to improve speaking skill*, available at [http://haryati18andy.wordpress.com2001/06/07/debate -and-dialogue-to-improve-speaking-skill/](http://haryati18andy.wordpress.com2001/06/07/debate-and-dialogue-to-improve-speaking-skill/)

learning speaking is more than speak up without good pronunciation, grammar, vocabulary, comprehension and fluency.

In fact, the students at the second semester of the eleventh grade of SMAN 1 Way Serdang had difficulties in speaking subject. It was caused by some factors : first, they are too shy and afraid to speak in front of the class because lack of self-confidence. Second, they are unmotivate and lack of practice when they are learning in the classroom. The last, they needed an interesting technique to stimulate them to speak in the class.

In order to solve the students' problems faced by the students and make students more motivate, Three-Step Interview is technique that can be used to teach speaking. The most important is it will improve the students' speaking skill in oral communication. Three Steps Interview forced the students to speak up so all of the students must say something or must give opinion about something. This condition make the class become conductive for the students to learn speak English.

Three-step interview will make teaching learning speaking more active and also it is challenging and motivating because this technique give more opportunity to students to share ideas and the students will much more fluent talking with their partner than the teacher asked them to share with the whole class. This technique also makes the students be active listening and keep their talking because the students are individually accountable sharing their ideas then sharing their partner information with the team, so it can make students's

enthusiasm increase because of in this technique students should be more active to speak up.

#### **N. Hypotheses**

Concerning the frame of thinking above, the researcher formulated the hypotheses as follows:

Ha: There is a significant influence of using Three-Step Interview toward students' speaking ability at the first semester of eleventh grade of SMA N 1 Way Serdang in 2017/2018 academic year.

Ho : There is no significant influence of using Three-Step Interview technique toward students' speaking ability at the first semester of eleventh grade of SMA N 1 Way Serdang in 2017/2018 academic year.



## CHAPTER III RESEARCH METHODOLOGY

### A. Research Design

In this research, used experimental design. According to Setiyadi, experimental design is intended to find the relation of variables in valid which can be used to search the conclusions in general<sup>43</sup>. Then, experimental has three types they are ; 1) Pre experimental design, this section present two design that have been as pre experimental because they provide little or no control of extraneous variable. Unfortunately one finds that this design are still used in educational research.<sup>44</sup> 2) True experimental design, the design in this category are the most highly recommended designs for experimentation in educational because of the control that the provided.<sup>45</sup> 3) Quasi experimental design, the goal of the experimenter is to use designs that provide full experimental control through the use of randomization procedures.<sup>46</sup>

From the statement above, the research used quasi experimental design to know the students' speaking ability. The researcher applied quasi experimental pretest and posttest design. Creswell states that quasi experiments include assignment, but not random

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<sup>43</sup>Ag. Bambang Setiyadi, *Metode Penelitian Untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif & Kualitatif* (Yogyakarta: Graha Ilmu , 2006), p.125

<sup>44</sup>Sugiono, *Metode Pendidikan Pendekatan Kuantitatif , Kualitatif, dan R & D* (Bandung:Alfabeta, 2010), p.114

<sup>45</sup>*Ibid*, p.112

<sup>46</sup>*Ibid*, p.114



assignment of participants to groups, because the researcher cannot artificially create groups for the experiment.<sup>47</sup> The research design can be presented as follows :

G1 (random) T1 X T2
G2 (random) T1 O T2

Note:

G1 : Group one (Experimental class).  
 G2 : Group two (Control class).  
 T1 : Pre test.  
 T2 : Post test.  
 X : Treatment by using Three-Step Interview.  
 O : Treatment by using Dialogue Memorization.

Based on the design above, this research selected two classes as the sample, one class as the control class and another class as the experimental class. The researcher gave the pretest to both classes. A pretest provides a measure on some attribute or characteristic that assess for participants in an experiment before they receive a treatment. The experimental class was taught by using three-step interview technique as a treatment whereas in the control class was taught by using dialogue memorization technique. After doing the treatment, the researcher gave the posttest. A posttest is a measure on some attribute or characteristic that is assessed for participants in an experiment after a treatment.<sup>48</sup>

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<sup>47</sup>John W. Creswell , *Educational Research*, (4<sup>th</sup> edition) (Boston : Pearson Education, 2008), p.309

<sup>48</sup>Klaus Krippendorff, *Content Analysis: An Introduction to Its Methodology*, 2<sup>nd</sup> Edition, (California: Sage Publication, 2004), p. 113

## B. Variables of the Research

Classifying data into units called variable is a prerequisite for a quantitative researcher before he can step into the research field.<sup>49</sup> A variable can be classified according to how they are measured and according to their functions in the research. Thus, it can be classified as dependent and independent variables, in this research, there are two variables they are as follows:

1. The independent variable of the research is using three-step interview (X)
2. The dependent variable of the research is students' speaking ability (Y)

## C. Operational Definition of Variables

### 1. Three-step Interview

Three steps interview is one of cooperative learning technique for teaching and learning process that can be used by asking the students to work in pair and they interview each other and then report what they had learn to other group pairs.

### 2. Students' Speaking Ability

Students' speaking ability is their ability to express their idea, opinions, feelings, experiences, and so forth using English with good pronunciation, vocabulary, grammar, fluency, and comprehension. It indicated by the score achieved in an oral communication test.

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<sup>49</sup>*Ibid.*p.101

## D. Population, Sample, and Sampling Technique

### 1. Population of the Research

Arikunto states that population is a set or collection of all elements consisting of one or more attributes of interest.<sup>50</sup> In this research, the population was the eleventh grade students of SMAN 1 Way Serdang in 2017/2018 academic year. The number of students is 90 distributed in 3 classes. The distribution of the population of the research can be seen in the following table:

**Table 2**  
**The Total Number of the Eleventh Grade Students of SMAN 1 Way Serdang in 2017/2018 Academic Year**

No.	Class	Gender		Total
		Male	Female	
1	XI 1	8	22	30
2	XI 2	11	19	30
3	XI 3	13	17	30

*Source: The data of Speaking Score at the Eleventh Grade of SMAN 1 Way Serdang, Mesuji in the Academic Year of 2017/2018*

### 2. Sample of the Research

Arikunto says that sample is the part of population which will be investigated.<sup>51</sup> The sample of the research are two classes, one class as the experimental class and another one as the control class. There are three classes of the eleventh grade students of SMAN 1 Way Serdang. And the researcher took two classes, one class as experimental class and another as control class

<sup>50</sup>Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktis*, ( Jakarta: Rineka Cipta, 2006), p.173

<sup>51</sup>*Ibid*, p.174

### 3. Sampling Technique

In getting the sample from population, the researcher used cluster random sampling. Fraenkel and Wallensays that the selection of groups, or cluster of subjects rather than individuals is known as cluster random sampling.<sup>52</sup> Thus, cluster random sampling is the way to select object that is in the group or not individual.

In this research, experimental and control class choose randomly by using a small piece of paper. The name of each class was written in a small piece of paper and then the papers rolled and shaken. The first paper was an experimental class and another one is control class.

### E. Data Collecting Technique

In collecting the data, the researcher used the following techniques. They are pre-test and post-test as described below:

#### 1. Pre-test

Pre-test was conducted before the treatments. It was done in control class and experimental class to find out the students' quality before treatment. The test was orally by asking the students to come forward in pairs to make a dialog. In this research, the control class and experimental class have the same pre-test. The scoring based on the pronunciation, grammar, vocabulary, fluency, and comprehension in their speaking.

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<sup>52</sup>Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education*, (7<sup>th</sup> Ed.), (New York: Mc Graw-Hill, 2009), p.95

## 2. Pos-test

Pos-test was conducted to know the students' speaking ability after the three-step interview applied. The system are same as the pre-test. In this research, the control class and experimental class have the same post-test. The scoring based on the pronunciation, grammar, vocabulary, fluency, and comprehension in their speaking.

## F. Instrument of the research

The research instrument is a device used by the researcher in collecting data by which the work is easier as the data are complete and systematic.<sup>53</sup> To getting the data, the researcher used the students' performance as the instrument of the research. The instrument that used to get the data was speaking test (to know the students speaking ability). The test was orally with the students should make a conversation with their partner. The scoring based on the pronunciation, grammar, fluency, vocabulary and comprehension on their speaking. Indeed there are two instruments in this research; they are pre-test and post-test. Pre-test was given to know the students' speaking ability before treatment. Post-test used to gain the data of students' speaking ability after treatment.

### a. Pre-test

Pre-test was done before the treatment. This test used to measure the students speaking ability before the treatment. The test was orally by asking the students to work in pairs to make a dialogue according to the topics and perform it in

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<sup>53</sup> Margono, *Metodologi Penelitian Pendidikan* (Rineka Cipta: Jakarta, 2007), p.155



front of the class. The scoring was done by the researcher. The scoring based on the speaking ability. They are grammar, vocabulary, comprehension, fluency and pronunciation.

b. Post-test

Post-test was done after the treatment. This test is used to measure the students speaking ability after the treatment. The test was orally by asking the students to work in pairs and make a dialog with their partner according to the topics and each pair was perform it in front of the class. The scoring was done by the researcher. The scoring based on the speaking ability. They are grammar, vocabulary, comprehension, fluency and pronunciation.

**Table 3**  
**Blueprint of Pre-Test and Post-Test**

Blueprint of Pre-test

No	Items	Topics
1.	Asking and giving opinion	1. Ask for and give opinion about your little brother's drawing 2. Ask for and give some arguments about the dangers of truant 3. Ask for and give opinion about the easier to learn as a child and as an adult
2.	Asking and giving advice	1. Ask for and give advice because your brother don't want to study before examination 2. Ask for and give advice because your friend has no desire to learn in the school 3. Ask for and give advice because your mother want to save money but she don't know how to save it well
3.	Receiving and rejecting advice	1. Ask for advice because your father was angry with your sister because of she is late to come back to home and decide whether you will take it or

		<p>reject it</p> <p>2. Ask for advice because you got a bad score in mathematics and decide whether you will take it or reject it</p> <p>3. Ask for advice because got a terrible headache before finish homework and decide whether you will take it or reject it</p>
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### Blueprint of Post-test

No	Items	Topics
1.	Asking and giving opinion	<p>1. Ask for and give opinion about speaking english in the class</p> <p>2. Ask for and give some arguments about using mobile phone in the school</p> <p>3. Ask for and give opinion dangers of cheating in the examination</p>
2.	Asking and giving advice	<p>1. Ask for and give advice because your brother don't want to study before examination</p> <p>2. Ask for and give advice because your best friend dont want to use helmet while driving</p> <p>3. Ask for and give advice because your brother found a wallet that had much money in it</p>
3.	Receiving and rejecting advice	<p>1. Ask for advice because the teacher was angry with your friends because of they are coming late and decide whether you will take it or reject it</p> <p>2. Ask for advice because your friend lose her mother's money but she afraid to talk with her mother and decide whether you will take it or reject it</p> <p>3. Ask for advice because your father did not give you permit to go to the basketball competition because you were sick yesterday and decide whether you will take it or reject it</p>

## G. Research Procedure

In conducting this research, the researcher applied some procedures as follows:

### 1. Determining the subject of the research

The researcher chose eleventh grade of SMAN 1 Way Serdang as a subject of the research. There is one class took as experimental class and the other one is as control class.

### 2. Determining the instruments of the research

The researcher determined the instruments that used to measure the students speaking ability, the instruments was oral test. The students got the same instrument for both classes in several topics.

### 3. Administering pre-test

The pre-test was 90 minutes for both the experimental class and control class. The the students begun to speak up procedure (activity).

### 4. Conducting treatment

Treatment was given three times in three meetings for both of the class. It was requiring 90 minutes for each meeting. The treatment in the experimental class was Three-Step Interview and in the control class using Dialogue Memorization.

### 5. Administering the post-test

The post-test to find out whether there is an increasing in the students' achievement in speaking treatment. The researcher administrated post-test in order to know the students' speaking ability after the treatment.

## 6. Analyzing the Result of Post-Test

In analyzing the result, the researcher compare the result of post-test between experimental and control class. To know whether the post-test score of experimental is higher than control.

## H. Criteria for evaluating students' speaking

In evaluating the students' speaking ability, the researcher use the oral English rating sheet proposed by Brown.<sup>54</sup> Based on this oral rating sheet, there are five aspects to be considered: pronunciation, grammar, vocabulary, fluency, and comprehension.

**Table 4**  
**Rating Sheet Score**

No	Criteria	Rating Score	Comments
1	Grammar	5	Equivalent to that of an educated native speaker
		4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.
		3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation on practical, social, and professional topics.
		2	Can usually handle elementary construction quite accurately but

<sup>54</sup> H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, (New York: Longman, 2003), pp.172-173

			does not have through or confident control of the grammar.
		1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his/her language.
2	<b>Vocabulary</b>	5	Speech on all levels is fully accepted by educated native speakers in all its features including breath of vocabulary and idioms, colloquialisms, and pertinent cultural references.
		4	Can understand and participate in any conversation within the range of his/her experience with a high degree of precision of vocabulary
		3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversation on practical, social, and professional topics. Vocabulary is broad enough that he/she rarely has to grope for a word.
		2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
		1	Speaking vocabulary inadequate to express anything but the most elementary needs.
3	<b>Comprehension</b>	5	Equivalent to that of an educated native speaker
		4	Can understand any conversation within the range of his experience
		3	Comprehension is quite complete at a normal rate of speech.



4	<b>Fluency</b>	2	Can get the gist of most conversation non-technical subjects (i.e, topics that required no specialized knowledge).
		1	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech repetition, or paraphrase.
		5	Has complete fluency in the language such that his/her speech is fully accepted native speaker.
		4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.
		3	Can discuss particular interest of competence with reasonable ease. Rarely has to grope for words.
5	<b>Pronunciation</b>	2	Can handle with confidence but not with facility most social situations, including introduction and casual conversation about current events, as well as work, family, and autobiographical information.
		1	No specification fluency description. Refer to other four language areas for implied level of fluency.
		5	Equivalent to and fully accepted by educated native speaker.
		4	Errors in pronunciation are quite rare.
		3	Errors never interfere with understanding are rarely disturb the native speaker. Accent may

			be obviously foreign.
		2	Accent is intelligible though often quite faulty.
		1	Errors in pronunciation are frequent but can be understood by native speaker used to dealing with foreigners attempting to speak his/her language.

Maximal score = 100

Students' score =  $\frac{\text{Obtained score}}{25} \times 100$

25

## I. Validity, and Reliability of the Test.

### 1. Validity of Test

According to Arikunto, validity is measurement which shows the level of validity or the real of the instrument, a valid instrument has a high validity.<sup>55</sup> On the other hand, validity is the most important idea to consider when preparing or selecting an instrument. A test is valid if the test measured the object to be measure and suitable with the criteria. There are some criteria of good validity as follows:

#### a. Content Validity

Best and Kahn say that content validity refersto the degree to which the testactually measures, or is specifically related tothe traits for which it was designed.Content validity isbased upon careful examination of course textbooks,

<sup>55</sup>SuharsimiArikunto, *Procedure Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2013), p.211

syllabi, objectives, and the judgments of subject matter specialists.<sup>56</sup> Content validity can be found by relating the material of the test with the curriculum. It means that the researcher should give the sample based on the current curriculum in the school.

To get content validity of the speaking test, the researcher arranged the material based on the objective of teaching in the school based on the curriculum. Then the researcher consulted the instrument to the English teacher of SMAN 1 Way Serdang, to make sure that the instrument is valid. The material that is taught must appropriate with curriculum KTSP. Reportis taught in the first semester of the eleventh grade. To make sure the researcher consulted the instrument had of the test to the English teacher at SMAN 1 Way Serdang. It was done to make sure that the instrument was valid. The teacher said the instrument was valid and agreed with the researcher to conduct the instrument to the students.

#### b. Construct Validity

Best and Kahn state that construct validity is the degree which scores on a test can be accounted by the explanatory constructs of a sound theory. It means that construct validity is focused on the kind of test that is based on the concept and theoretical which can measure the ability especially for speaking ability.<sup>57</sup>

In this research, composed a oral test that measured the student's speaking ability based on some criteria of speaking scoring rubrics. They consist of

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<sup>56</sup> John W. Best and V. Kahn, research in education, (7<sup>th</sup> Ed.), (New Delhi: Prentice-Hall, 1995),

<sup>57</sup> *Ibid*, 219

pronunciation, grammar, vocabulary, fluency and comprehension. The researcher consulted the instrument to the English teacher of SMAN 1 Way Serdang for determined whether the test obtain construct validity or not. Before doing the research the researcher consulted the instrument of the test to the English teacher in October 2017 at SMAN 1 Way Serdang named IwanHandokoS.Pd to make sure whether the instrument had been valid or not. As the result, the teacher said the instrument of the data was valid. (see appendix 6)

## 2. Reliability of the Test

Fraenkel and Wallensay that reliability refers to the consistency of the scores obtained-how consistent they are for each individual from one administration of an instrument to another and from one set of items to another.<sup>58</sup> Therefore, a good test should have high reliability besides having high validity. To get the reliability of the test, the researcher utilized inter-rater reliability. This inter-rater reliability counted the level of the reliability based on two series of score gotten by two raters, They are the English teacher and the researcher.

To estimate the reliability of the test, this research used SPSS 16 (Statistical Package for Social Science) version 16 using Cohen's Kappa formula to calculate the reliability of the test. Measurement of the extent to which data collectors (raters) assign the same score to the same variable is called interrater reliability.

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<sup>58</sup>Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education*, (7<sup>th</sup> Ed.), (New York: Mc Graw-Hill, 2009), p. 154

After calculating the reliability, the researcher found that the reliability in pre-test was 0.613 and reliability in post-test was 0.728. The researcher concluded that the degree of the level reliability of the students in pre-test was high, in post-test was high (see appendix 13)

The criteria of reliability as follows:

- 0. 80 – 1. 00 = very high
- 0. 60 – 0. 80 = high,
- 0. 40 – 0. 60 = medium
- 0. 20 – 0. 40 = low
- 0. 00 – 0. 20 = very low

## J. Data Analysis

After collecting the data, the researcher analyze the data by using parametric statistics. There are two assumptions that should be fulfilled, they are normality and homogeneity test.

### 1. Prerequisite Test

#### a. Normality test

To analyze the data, this research used normality test to know whether the data is normally distribute or not so that the researcher decided what type of test to be used to test the hypothesis of the research later. The normality test used to measure weather the data in the experimental class and control class were normally distributed or not.<sup>59</sup> In this case, the reseacher used statistical

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<sup>59</sup>Budiyono, *Statistika Untuk Penelitian* ( Surakarta: Sebelas Maret University Press, 2004), p.170.



computation by using SPSS 16 (Statistical Package for Social Science) version 16 for normality test. The criteria of normality test as follows:

The hypotheses are :

$H_0$ : The data have normal distribution.

$H_a$ : The data do not have normal distribution.

The test criteria:

$H_0$  is accepted if  $L_{observed} < L_{critical}$ , it means that the data are normally distribution.

$H_a$  is refused if  $L_{observed} > L_{critical}$ , it means that the data are not normally distribution.

#### **b. Homogeneity Test**

Another requirement test of deciding the types of research hypothesis test is homogeneity test. Homogeneity is used to determine whether the data is homogeneous or not. In this research, the homogeneity was calculated by using statistical computation SPSS 16 (Statistical Package for Social Science) version 16 for homogeneity of the test. The test of homogeneity employed Levene's test.

The hypotheses are:

$H_0$  = Data have the homogenous variances

$H_a$  = Data have not the homogenous variances

criteria for the homogeneity test are:

$H_0$  is refused if  $F_{observed} < f_{critical}$

$H_a$  is accepted if  $F_{observed} > F_{critical}$

## 2. Hypothetical Test

After the researcher know that the data was normal and homogeneous, the data was analyzed by using T-test in order to know the significance of the treatment effect. In this case, this research used statistical computation by using SPSS 16 (Statistical Package for Social Science) version 16 for hypothetical of test. The purpose of using SPSS in this case is to help the researcher to practicality and efficiency in the study.

The hypotheses are:

$H_a$ : There is a significant influence of using Three-Step Interview towards students' speaking ability at the first semester of eleventh grade of SMAN 1 Way Serdang in the academic year of 2017/2018.

$H_o$ : There is no significant influence of using Three-Step Interview towards students' speaking ability at the first semester of eleventh grade of SMAN 1 Way Serdang in the academic year of 2017/2018

The criteria for the hypotheses are:

$H_o$  is accepted if  $T_{\text{observed}}$  is higher than  $T_{\text{critical}}$

$H_a$  is accepted if  $T_{\text{observed}}$  is lower than  $T_{\text{critical}}$

## **CHAPTER IV RESULT AND DISCUSSION**

### **A. Research Implementation**

The research was conducted in October 2017. Before conducting the research, firstly, the researcher asked the headmaster and teachers' permission of the school. After having the permission, the researcher conducted through the following steps:

1. Determining the subject of research, namely the student at the eleventh grade of SMAN 1 Way Serdang.
2. Designing the test, that is oral test and the researcher gave five minutes to make a conversation with their partner.
3. Determining the sample of research by using cluster random sampling
4. Holding pre-test in order to know the student's speaking ability before they had treatment
5. Analyzing the data gotten the pre-test
6. Giving the treatment to the sample of the research by using three-step interview
7. Holding post-test to know the students' speaking ability after the treatment

8. Analyzing the data gotten through post-test. The data were analyzed by using SPSS (Statistical Package for Social Science).
9. Testing the hypothesis and making the conclusion
10. Reporting the result of the research

## **B. Description of Treatments**

The research had been conducted since October of 2017. This research had been carried through five steps. They involved pre-test, three time treatments, and post test. To find out the influence of using three-step interview, the researcher identified several results, they were: the score of students before treatment, the score of students after treatment, the differences between students' score in pre-test and post-test and from the differences of students' atmosphere between the students who are taught by using three-step interview and those taught by dialogue memorization in teaching and learning process, they were in teaching speaking ability, especially in SMAN 1Way Serdang, Mesuji.

Before doing the treatment, the researcher conducted the pre-test to know the students' speaking ability before the treatment. And the post-test after the treatment was given. The tests were given before and after the students followed the learning process was provided by the researcher. Those testswere given for control class and experimental class. Before the activities were conducted, the researcher determined the materials and lesson plans. The experimental class learnt by using three-step interview, while the control class used dialogue memorization.

## **1. Analysis of the Treatment Experimental Class**

### **a. Description of the first treatment**

The first treatment was administrated on November 1<sup>st</sup>, 2017. The lesson begun by greeting and introducing herself and the next step is teaching learning process. The topic in the first treatment was asking and giving opinion.

The researcher explained what asking and giving opinion, she also gave the example of asking and giving opinion. After the students understand the material, the researcher introduced three-step interview. Then the researcher asked the students to play a three-step interview by using material asking and giving opinion. The researcher asked the students to work in pair. The researcher gave the topic for each groups. After all groups had their topic, the researcher gave three minutes for each group to prepare their conversation based on the topic. After the time is up, the groups perform their conversation. Each group start to interview their partner, the first students as interviewer and the second one as interviewee. Then the role change, after they finished interview their partner, then the first group reunite with the second group to share what they had learnt from their partner one by one. After that, the researcher gave chance to the students to ask if they had difficulty. The students looked interesting in teaching learning process.



In last activity, the researcher together with the students made conclusions of what they have learned. After that, the researcher evaluated the students by asking some question to some students randomly. Finally, the researcher closed the first meeting.

b. Description of the second treatment

The second treatment was administrated on November 3<sup>rd</sup>, 2017. The researcher did almost the same activity to begin the class as what the researcher did in the first treatment. But the learning material in the second meeting was about asking and giving advice.

c. Description of the third treatment

The third treatment was administrated on November 8<sup>th</sup>, 2017. The researcher held the activity as usual from beginning until closing. The activities in third meeting still same as the first and second meeting. The learning material in the third meeting was about receiving and rejecting advice.

### **3. Analysis of the Treatment Control Class**

a. Description of the first treatment

The first treatment was administrated on November 1<sup>st</sup>, 2017. At the first treatment they did not know what the teacher said when explained in front of class. The teacher explained about asking and giving opinion and the students

listen carefully. After that, she gave the example of ask for and give opinion. After the students understand the materials, then the teacher asked the students to work in pair and memorize the dialog based on the book. After time is up, the researcher asked the students to perform the dialog in front of the class.

b. Description of the second treatment

The second treatment was administrated on November 03<sup>rd</sup>, 2017. In this session in the second treatment, the students were given treatment with same technique that was dialogue memorization, but the researcher explained another material, that was asking and giving advice.

c. Description of the third treatment

The third treatment was administrated on November 8<sup>th</sup>, 2017. In the last treatment, the students seemed improvements in the speaking ability when they speak up. In the third treatment, the students practice in front of class to speak.

### **C. Data Analysis**

This research was aimed to know whether there is significant influence of using three-step interview towards students' speaking ability at the first semester of the eleventh grade of SMAN 1 Way Serdang in the academic year of 2017/2018. The total number of the sample was 60 students, two classes were chosen as control class and experimental class.

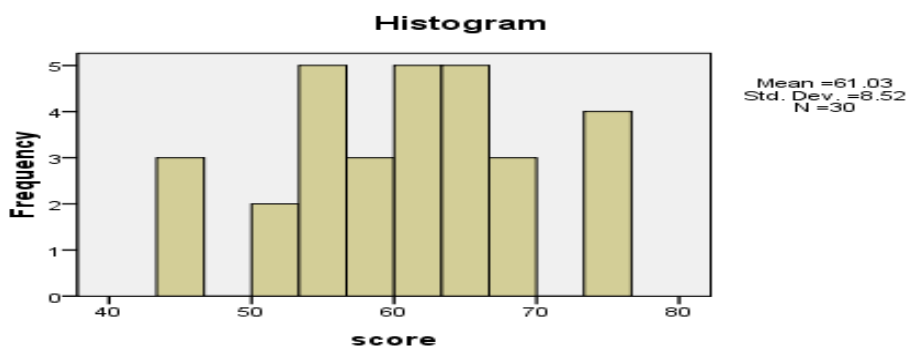
The instrument of this research was test. Pre-test consisted 9 options divided in three topics. Pretest was conducted previously on October 25<sup>th</sup>, 2017 for control class and the pre-test in experimental class was conducted on October 27<sup>th</sup>, 2017. The pre-test was administrated in order to see the students' score in speaking ability before getting treatment.

After conducting the three meetings of using three-step interview the researchergave the post-test to the sample. The post-test for control class was conducted on November 15<sup>th</sup>, 2017 and the post-test for experimental class was conducted on November 17<sup>th</sup>, 2017.

### 1. Result of Pre-test

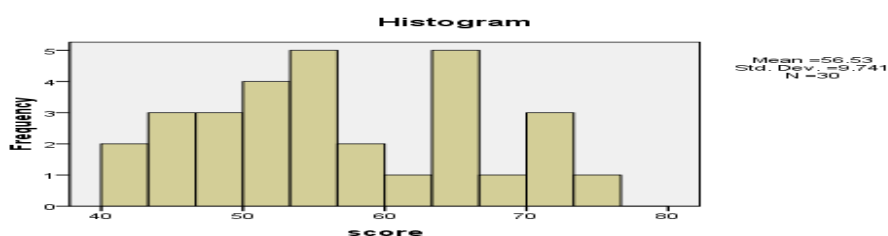
The pre-test was administrated in order to know students' speaking ability before the treatments given. It can be seen from the pre-test score of students' speaking abilityin the control class and experimental class.

**Figure 1**  
**Graph of the Result of the Pre-test in Experimental Class**



Based on figure 1, the mean of pre-test in experimental class is 61.03, standard deviation = 8.520, N = 30, median = 62.00, mode = 62, variance = 72.585, minimum score = 44, maximum= 75. It showed students' speaking ability before they got treatments.

**Figure 2**  
**Graph of the Result of the Pre-test in Control Class**



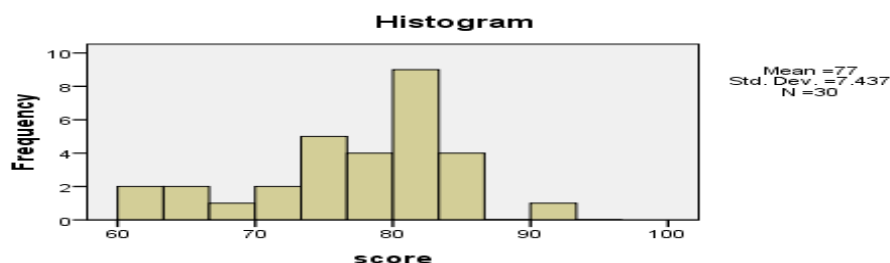
*(Graph of students' speaking ability of the pre-test in control class)*

Based on figure 2, the mean of pre-test in control class is 56.53, standard deviation= 9.741, N = 30, median = 56.00, mode = 44, variance = 94.878, minimum score = 42, maximum= 74. It showed students' speaking ability before they got treatments.

## **2. Result of Post-test**

The post-test was administrated in order to know students' speaking ability after the treatments given. It can be seen from the post-test score of students' speaking ability in the control class and experimental class.

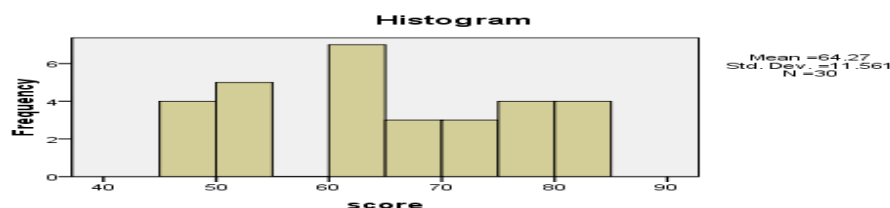
**Figure 3**  
**Graph of the Result of the Post-test in Experimental Class**



*(Graph of students' speaking ability of the post-test in experimental class after got treatments)*

Based on figure 3, the mean of post-test in experimental class is 77.00, standard deviation = 7.437, N = 30, median = 78.00, mode = 76, variance = 55.310, minimum score = 60, maximum= 90. It showed students' speaking ability after they got treatments.

**Figure 4**  
**Graph of the Result of the Post-test in Control Class**



*(Graph of students' speaking ability of the post-test in control class)*

Based on figure 4, the mean of post-test in control class is 64.27, standard deviation = 11.561, N = 30, median = 64.00, mode = 62, variance = 133.651, minimum score = 46, maximum= 84. It showed students' speaking ability in control class.



### 3. Result of Normality Test

The researcher tested normality test after got score of the students in speaking ability pretest and posttest by using SPSS version 16.

The hypotheses are:

$H_0$  : The data have normal distribution.

$H_a$  : The data do not have normal distribution.

The test criteria are:

If the value  $(p) > \text{significant } (\alpha = 0.05)$  it means that,  $H_0$  was accepted

If the value  $(p) < \text{significant } (\alpha = 0.05)$  it means that,  $H_a$  was accepted

**Table 6**  
**Normality test**

Class	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
experimental	.129	30	.200 <sup>*</sup>	.946	30	.130
control	.178	30	.016	.913	30	.017

a. Lilliefors Significance Correction

\*. This is a lower bound of the true significance.

Based on Table 11, it can be seen that Pvalue (Sig.) for experimental class was 0.200 and Pvalue (Sig.) for control class was 0.16. Because *Sig.* (Pvalue) of experimental class  $> \alpha 0.05$ . So,  $H_0$  is accepted and *Sig.*(Pvalue) for the control class  $> \alpha 0.05$ . So,  $H_a$  is rejected. The conclusion is that the data in the experimental class and control class had normal distribution.

#### 4. Result of Homogeneity Test

The researcher tested Homogeneity Test after he got score of students' speaking ability in control class and experimental class (pretest and posttest of students' speaking ability by using SPSS).

a. The hypotheses are:

$H_a$  = The variance of the data is not homogeneous

$H_0$  = The variance of the data is homogeneous

b. The criteria of the test are follows:

$H_0$  is accepted if  $\text{sig} > \alpha = 0.05$

$H_a$  is accepted if  $\text{sig} < \alpha = 0.05$

**Table 7**  
**Homogeneity Test**

	Levene Statistic	df1	df2	Sig.
ScoreBased onMean	2.978	1	58	.090

Based on the results obtained in the test of homogeneity of variances in the column, it could be seen that  $Sig.(Pvalue) = 0.090 > \alpha = 0.05$ . It demonstrated that  $H_0$  was accepted because  $Sig.(Pvalue) > \alpha = 0.05$ . It means that the variance of the data was homogenous.

### 5. Result of Hypothetical Test

Based on the previous explanation that the normality and homogeneity test were satisfied. Therefore, the researcher used the hypothetical test using SPSS (*Statistical Program for Social Science*), independent sample t-test.

The hypothesis formulas are:

There is no influence of using Three-Step Interview towards students' speaking ability at the first semester of the eleventh grade of SMAN 1 Way Serdang in the academic year of 2017/2018.

There is influence of using Three-Step Interview towards students' speaking ability at the first semester of the eleventh grade of SMAN 1 Way Serdang in the academic year of

2017/2018.

The criteria of acceptance or rejection of the hypothesis for hypothetical test were:

$H_0$  is accepted if  $Sig.(Pvalue) > \alpha = 0.05$

$H_a$  is accepted if  $Sig. (Pvalue) < \alpha = 0.05$

**Table 8**  
**Hypothetical test**

	Levene's Test for Equality of Variances		t-test for Equality of Means		
	F	Sig.	t	df	Sig. (2-tailed)
Equal variances assumed	2.978	.090	5.864	58	.000
Equal variances not assumed			5.864	55.615	.000

Based on the results obtained in the independent sample t-test in Table 13, that the value of significant generated  $Sig.(P_{value}) = 0.000 < \alpha = 0.05$ . So,  $H_a$  is accepted and  $H_0$  is rejected. Based on the computation, it can be concluded that there was a significant influence of three-step interview towards students' speaking ability in the first semester of the eleventh grade at SMAN 1 Way Serdang in the academic year of 2017/2018.

## D. Discussion

The present research has shown that three-step interview can improve students' speaking ability in dialog. From the result above, it can be seen that the result of students' post-test was higher than pre-test. Besides, three-step interview can improve each aspect of students' speaking including grammar, vocabulary, pronunciation, fluency, and comprehension. Therefore, speaking process should pay attention how to say as well as to whom appropriately. Such as what Allah states in the holy Qur'an in Al-Ahzab verse 70-71 as follows:

يَا أَيُّهَا الَّذِينَ آمَنُوا اتَّقُوا اللَّهَ وَاقُولُوا قَوْلًا سَدِيدًا ۖ ٧٠ يُصْلِحْ لَكُمْ أَعْمَالَكُمْ وَيَغْفِرْ لَكُمْ ذُنُوبَكُمْ  
وَمَنْ يُطِيعِ اللَّهَ وَرَسُولَهُ فَقَدْ فَازَ فَوْزًا عَظِيمًا ٧١

Meaning: O you who believe! be careful of (your duty to) Allah and speak the right word, He will put your deeds into a right state for you, and forgive you your faults; and whoever obeys Allah and His Messenger, he indeed achieves a mighty success.<sup>60</sup>

Based on the result of the pre-test before three-step interview was implemented, students' speaking ability was lower than after three-step interview was implemented. It can be seen from the mean in pre-test score of control class was 56.57 and in the post-test was 64.27 while the mean of pre-test score of

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<sup>60</sup>Abdullah Yusuf Ali, *The Holy Qur'an English Translation Of the meanings*, (New Johar : The King Fahd Holy Qur'an Complex, 1987), p.443

experimental class 61.03 and in the post-test was 77.00. It means that the most improvement was in the experimental class.

Afterwards, the students were taught through three-step interview in the experimental class and dialogue memorization in the control class. The material was three topics of report for three treatments. Before doing treatment, the researcher explained to the students what report and three-step interview were and how they can do the report is. The researcher gave treatment, the first meeting, the students were still shy and the researcher made a condition class enjoy. In first meeting, the researcher gave explanation about report and three-step interview. The first topic was “asking and giving opinion”. In the second meeting, the researcher explained about report and three-step interview more clearly and the topic was “asking and giving advice”. In the second meeting, the students interested in learning, and condition of class was fun and relax. In the third meeting, the researcher explained about report and three-step interview more clearly and the topic was “receiving and rejecting advice”. the students were interested in learning, and condition of class was fun and relax. In the next meeting, the researcher gave post test. Post test was done to know which one treatment effective students’ speaking ability. In the post test, the students also were asked to choose one topic and then the students made a conversation with their partner and performed in front of class.



At the end of the research, post-test was given to measure the improvement of students' speaking ability both classes after the treatment done. Based on the analysis of the data and the testing hypothesis. The result of the calculation was found that the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) was accepted. From the analysis above, we know that the students who got high frequency of using three-step interview got better score than the students without using three-step interview in teaching report. It was proved by the improving average score in both classes. The mean score of control class was 64.27 and the mean score of experimental class was 77.00. So, it can be concluded that three-step interview is one of good technique in teaching speaking to motivate students in learning English and can help students to improve their speaking well without confusing them, especially in dialog and monolog. So Kagan said in his early work that students were much more fluent talking with a partner than when asked to share with a team or with the whole class. So he began having students in pair interviews.<sup>61</sup>

It had been supported by the previous research conducted by Arista Fitrianingrum, she conducted the research *entitled "The Use of Three Steps Interview Technique to Improve Speaking Ability (A Classroom Action Research of The Ten Grade Students of Smk Informatika Nu Ungaran in The Academic*

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<sup>61</sup>Spencer Kagan and Miguel Kagan, *Kagan Cooperative Learning*, (San Clemente: Kagan Publishing, 2009), p. 6.22

*Year Of 2012/2013)*”.<sup>62</sup> In this case, the result of her research was the students’ speaking ability improved significantly. It can be seen from the result of oral tests from cycle 1 through cycle 3. Those are 62,50 (cycle 1), 67,36 (cycle 2), and 76,44 (cycle 3). After being taught through three-step interview, the researcher concluded that there was a significant increase of students’ speaking ability achievement. By applying three-step interview, students will be motivated to speak up with no worry. Also, three-step interview makes students become more active to make a conversation. As the impact, students got improvement in their speaking ability.

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<sup>62</sup>Arista Fitrianingrum, “The Use of Three Steps Interview Technique to Improve Speaking Ability (A Classroom Action Research of the Ten Grade Students of Smk Informatika Nu Ungaran in The Academic Year Of 2012/2013). (The Final Project of English Study Program of Educational Faculty of State Institute for Islamic Studies (STAIN) of Salatiga on 6<sup>th</sup> of March 2013) p. ix

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

At the end of the research, the post-test was given to measure the influence of three-step interview towards students' speaking ability both classes after treatments done. The mean score of post-test in experimental class was 77.00 and the mean score of post-test in control class was 64.27. It showed that the students' post-test score in experimental class was higher than students' post-test score in control class. The result can be seen from sig. (2-tailed) of the equal variance assumed in the independent sample test table where the sig. (2-tailed) is 0.000. It is lower than  $\alpha = 0.05$  and it means that  $H_0$  is rejected and  $H_a$  is accepted.

Based on the result of data analysis, the researcher concluded that there was significant influence of using three-step interview towards students' speaking ability at the first semester of the eleventh grade of SMAN 1 Way Serdang in the academic year of 2017/2018.

#### **B. Suggestion**

From the advantages of using three-step interview in teaching speaking English to the first semester of the eleventh grade of SMAN 1 Way Serdang, the researcher would like to give some suggestions:

**1. For the Teacher**

- a. Three-Step Interview as one of good technique of the teaching process is a good way to be applied in the first semester of the eleventh grade of SMAN 1 Way Serdang to improve their ability in speaking.
- b. Three-Step Interview in teaching speaking is recommended for English teachers, especially for the junior high school teacher to attract the students' interest and solution in learning English.
- c. The teacher should make the students realize that the material would be given is important for their daily communication.

**2. For the Students**

- a. The students should learn and be more active in speaking English in order to develop their ability in speaking English.
- b. The students should practice the language they had learned with their environment with their friends or teachers.

**3. For the School**

- a. The school should provide some more English books to be read by the students, so they can increase their knowledge.
- b. The school should provide another facility for students to practice and improve their English competency.

#### **4. For the Next Researcher**

For the next researchers who want to conduct a research, the researcher suggests:

- a. The next researchers could focus on the use of three-step interview for teaching students' speaking ability in monolog.

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